

## **Je Suis Moi (CCT)**

### **Your task:**

Create a PowerPoint/Google Slide about yourself. Who are you and why you are awesome!

### **You must have:**

At least 5 topics

A minimum of 6 slides (at least 1 per topic + cover page)

At least 3 sentences per slide

At least 1 picture per slide

Accents on the appropriate letters

### **You may have:**

Animation

Music/sound

More than 6 slides/topics

You may not use an online translator such as Google Translate. Use the vocabulary you have learned throughout this term and [wordreference.com](http://wordreference.com)

### **Topics to choose from:**

Ce que j'aime manger – what I like to eat

Comment je suis – what I look like

Ce que j'aime/déteste – what I like and dislike

Mes choses préférées – my favorite things

Le positif vs. le négatif – my best and worst traits

Ce que je fais bien – what I do well

Mes endroits préférés – my favorite places

Mes animaux – my pets

Ce que je veux être – what I want to be (when I grow up)

Où j'habite – where I live

Mon/ma meilleur(e) ami(e) – my best friend

Ma famille – my family

Mes activités après l'école – my after school activities

Un pays que j'ai visité – a country I have visited

**PRE-PRESENTATION (RUBRIC)**

/10

|                 | Level 1                                                                                                                                    | Level 2                                                                                                                     | Level 3                                                                                                          | Level 4                                                                                                                         |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Check-in</b> | Student had little to no progress to show during check-in meeting. It is clear that they have not been using their class time efficiently. | Student showed minimal progress during check-in meeting. They could have been more productive during in-class work periods. | Student showed some progress during check-in meeting. They have used their in-class work periods well.           | Student exceeded expectations during their check-in meeting. They have clearly worked efficiently during in-class work periods. |
| <b>Autonomy</b> | Student did not use their course material to work autonomously. They were heavily dependant on teacher for help.                           | Student rarely used their course material to work autonomously. They often depended on teacher.                             | Student frequently used their course material to work autonomously. Student rarely depended on teacher for help. | Student consistently used their course material to work autonomously. Student did not require help from teacher.                |

**ORAL (RUBRIC)**

/20

|                      | Level 1                                                                          | Level 2                                                                        | Level 3                                                                          | Level 4                                                                               |
|----------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Content</b>       | Uses few appropriate/correct structures to communicate.                          | Some correct and appropriate structures are used, but there may be repetition. | Usually uses correct and appropriate structures; little repetition.              | Consistent use of correct language and structures; good variety of vocabulary used.   |
| <b>Sense</b>         | Difficult to understand what speaker is trying to say; little can be understood. | Less than half of what the speaker says can be understood by the listeners.    | Most of what the speaker says is understood by the listeners.                    | Listeners understand all that the speaker says.                                       |
| <b>Accuracy</b>      | Language and structures are rarely correct.                                      | Some language structures are correct.                                          | Usually uses language correctly, included word order, grammar, and conjugations. | Language is used correctly; conjugations, grammar, and word order are used correctly. |
| <b>Pronunciation</b> | Frequent struggles with pronunciation; Frequent hesitation in speech.            | Some problems with Pronunciation; some hesitation in speech.                   | Few problems with pronunciation; slight hesitation in speech.                    | Speaker pronounces words clearly and correctly with no hesitation.                    |

## FRENCH WRITING - POWERPOINT (RUBRIC)

/25

|                     | Level 1                                                                                      | Level 2                                                                             | Level 3                                                                                | Level 4                                                                                                                     |
|---------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Content</b>      | The writing is not on topic.                                                                 | The writing is on topic but there are few details.                                  | The writing is on topic, there are some details and transitions.                       | The writing is on topic, there are numerous details, and there are logical transitions between ideas.                       |
| <b>Sense</b>        | Communication is unclear; frequent mistakes and/or use of English words or anglicisms.       | Somewhat difficult to understand; some use of English and or anglicisms.            | The reader can understand what is written. Errors do not interfere with comprehension. | Writing is clear and easy to understand. Errors do not interfere with communication. There is no English and no anglicisms. |
| <b>Language</b>     | Language and structures are often incorrect. There are numerous mistakes in basic structure. | Some problems with language; at times, the incorrect words or expressions are used. | The French is generally correct, but there are some minor mistakes.                    | Language is used correctly and is free of mistakes. A good command of common structures.                                    |
| <b>Effort</b>       | Weak use of vocabulary and repeated words. Needs to show more effort.                        | Requirements are fulfilled, but more detail is necessary to fully develop ideas.    | Good effort. Fulfills all the requirements of the assignment.                          | Exceeds the requirements. An overall nice writing that shows great effort.                                                  |
| <b>Organization</b> | Lacks any logical order. Is not organized and is difficult to follow.                        | Is somewhat difficult to follow and may be confusing due to lack of organization.   | Logically organized. May have minor issues to details that would improve organization. | Nicely organized, logical, easy to follow. Sentence organization flows naturally.                                           |